SCC Concurrent Enrollment Instructor **Handbook**

2025-2026

Concurrent Enrollment *Jump Start!* Instructor Handbook
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Non-Discrimination Statement

It is the policy of Southeastern Community College not to discriminate in its programs, activities, or employment on the basis of race, color, national origin, sex, disability, age, sexual orientation, creed, religion, and actual or potential family, parental or marital status.

If you have questions or complaints related to compliance with this policy, please contact Laurie Hempen, Director of Human Resources (employment concerns) at (319) 208-5063 or Dave Haden, Dean of Students (student concerns) at 319-208-5101, 1500 West Agency Road, West Burlington, Iowa 52655, equity@scciowa.edu or the Director of the Office for Civil Rights, U.S. Department of Education, Cesar E. Chavez Memorial Building, 1244 Speer Boulevard, Suite 310, Denver, CO 80204-3582, Telephone: (303) 844-5695 FAX: (303) 844-4303, TDD 800-877-8339 Email: OCR.Denver@ed.gov.

Nondiscrimination statement is pursuant to requirement by Iowa Code §§ 216.6 and 216.9, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and Title II of the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

About SCC

A Little History
In the spring of 1965, the General Assembly of Iowa provided for the establishment of area community colleges and vocational-technical schools, with the southeastern part of Iowa designated Merged Area XVI. Within this 3 ½ county area, two public post-high school educational institutions existed: Burlington Junior College, founded in 1920, and Keokuk Community College, established in 1953. Both institutions were operated by the local community school districts until July 1, 1967, at which time they became north and south campuses of Southeastern Community College. SCC is one of fifteen area community colleges which comprise the Iowa System of Community Colleges operating under the regulations of the Iowa Department of Education and the Code of Iowa.

Programs and Educational Services Available at SCC
Refer to the SCC website for a current listing of programs available:
https://www.scciowa.edu/programs/

What is a Concurrent Enrollment *Jump Start!* (CE) course?

CE courses are SCC classes (either Arts and Sciences or Career and Technical) offered to high school students for both high school and SCC credit. Enrollment generates an official college transcript for each student where grades, withdrawals, etc. are recorded.

CE Instructors are required to possess the same credentials as a full-time instructor hired on an SCC campus. Those credentials are reviewed in the same manner as they would be if the Instructor were teaching on SCC's campus.

Courses taught to high school students are the same courses taught on the SCC campus, with consistent and rigorous instruction to meet course quality standards. SCC Faculty Liaisons provide collegial interaction with CE Instructors to insure equivalency between courses taught concurrently and "traditional" college campus courses.

CE students are high school students. Students must meet all entrance requirements outlined through Senior Year Plus (the legislation which addresses all high school to post-secondary relationships in the state of Iowa). The web address for Senior Year Plus on the Department of Education website is as follows: https://educate.iowa.gov/higher-ed/senior-year-plus

In addition, students must also meet any prerequisite course requirements (including test scores) required by SCC. Students are enrolled through their high school counselors and apply to SCC through our on-line application for high school students. SCC creates a permanent record/transcript for these students.

Concurrent Programming is authorized by Iowa Code 282.26 and is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP). NACEP Accreditation Guidelines, Program Standards, and other information can be accessed at the following Web site:
http://nacep.org/.

Faculty Liaison Program

SCC is proud to have faculty members who take on the role of Faculty Liaisons. They are vital to the success of our CE courses. Liaisons help insure comparable rigor and quality to courses taught on campus. Your Liaison will keep you updated with trends and new information in the curriculum, as well as share effective teaching styles, techniques, and resources.

Faculty Liaison Responsibilities
<u>Serve as a content resource</u> to help insure consistent rigor and outcomes between the concurrent course and the same course delivered to "traditional" students. The Faculty Liaison will participate in the following to promote collegial interaction:
- Meet at least once with the first-time Concurrent Enrollment Instructor (of the high school students) and the Director of High School Relations (who will schedule the meeting) <u>prior to the course(s)</u> to share information on course content through the use of the same:
  o Quality standards
  o Textbook
  o Equipment
  o Materials and supplies
- Participate in site visits to the concurrent enrollment instructor's classroom for the purpose of providing collegial interaction.
- Attend professional development networking events designed to provide opportunities for networking and sharing of information between CE Instructors and Faculty Liaisons.
- In addition to visits and professional development events, communicate (face-to-face, e-mail or by phone) at least one additional time during the concurrent enrollment course term.

<u>Provide documentation of site visits and additional communication</u> on the appropriate forms provided in the Faculty Liaison Handbook (see Appendices for forms)
  o Faculty Liaison Activity Record
  o Orientation Checklist for First-Time CE Instructors *OR*
  o Checklist for Discussion with Returning CE Instructors
  o Faculty Liaison Site Visit and Conference Summary

<u>Communicate course changes/issues</u> to the appropriate dean, the Director of High School Relations and the CE Instructor.

Teaching a Concurrent Enrollment *Jump Start!* (CE) Course

Credentials
CE Instructors are expected to have credentials equivalent to those required of full-time instructors at SCC. Instructor credentials are reviewed by the appropriate Dean or designee before an SCC Application for Employment is completed. The Iowa Board of Educational Examiners will be consulted to ensure that the applicant has not had a teaching license revoked or suspended.

SCC Application for Employment and Other Forms Required
CE Instructors will complete an SCC Application for Employment to be filed with our Human Resources Department. In addition to the application, transcripts, a resume and additional forms required to establish an e-mail account, etc. will be requested. All individuals who teach a class for SCC will have a background investigation conducted by SCC to be in accordance with Iowa Code section 272.2(17). The background investigation applies whether employed by the college or by the K-12 school district.

Expectations
All CE Instructors are expected to carry out the tasks and duties assigned below. Compliance will be monitored through participation, met deadlines, site visits by Faculty Liaisons, academic deans, and student evaluations. If determination is made that the expectations are not adhered to, a meeting will occur between the SCC academic Dean or designee and the instructor. CE Instructors will be provided with resources/tools/direction to help them improve on the unmet expectation. The SCC Dean or designee will provide the concurrent enrollment instructor documentation of the discussion as part of the faculty evaluation process/visit. If CE Instructors are unable or unwilling to show that they meet the expectations below after having the opportunity to improve, they will be dismissed from their duties and not considered for future concurrent enrollment opportunities.

- Instructors will use the same quality standards, and assessment methods as the course on campus.
- Instructors will establish and maintain accurate records related to student progress within each class.
- Instructors will use Canvas to upload an appropriate syllabus, verify rosters and use the gradebook to submit grades in a timely manner as requested by SCC's Registrar office.
- High schools and instructors will allow SCC personnel (enrollment services and Faculty Liaisons) to visit classrooms for the purposes of student orientation and classroom observation, respectively.
- Instructors will participate in annual discipline-specific concurrent enrollment instructor professional development to stay current in the field.
- Instructors will require their students to participate in the end of course assessments for SCC's continuous improvement.
- Instructors will evaluate their students on SCC's Core Competencies and will complete the appropriate documents.
- Attendance is required at all sessions of concurrent enrollment classes. If serious illness or emergency warrants a missed class, instructors should notify the high school and the Director of High School Relations immediately.
- In the high school setting, classes should be supervised at all times. (In other words, students should remain in class for the allotted class time.)
- Cooperate with the concurrent enrollment program office for administrative business and will enforce registration/withdraw deadlines.

If, at any time, there are areas of concern about the CE course and/or Instructor, the Faculty Liaison will bring this to the attention of the appropriate Dean or designee and the Director of HS Relations. Any visit for the purpose of evaluation will be conducted by the appropriate Dean

or designee in accordance with SCC's Higher Education Association's contract. The Dean will follow the SCC Employee/Faculty Handbook Section 5.5:

1. A verbal reminder of the procedural and behavioral standard expected.

2. A verbal warning indicating expected procedural and behavioral standards which have not been met, followed by a written memo re-emphasizing the verbal message.

3. A written reprimand which includes specific corrective action(s) to be taken, said written statement to be personally delivered to and reviewed with the employee. A copy of this written reprimand shall be forwarded to the administrator in the next higher position in the organization structure and a copy shall be placed in the employee's personnel folder.

Based upon the non-compliance issue, the Dean will include the appropriate timeline for improvement (i.e., 30 days, 60 days, etc.). Failure to meet the requirements of the performance improvement plan in the designated timeframe may be cause for dismissal or non-renewal of a teaching contract.

Professional Development Opportunities
SCC is committed to providing quality professional development opportunities for CE Instructors. The relationship with Faculty Liaisons provides the greatest opportunity related to course content and methodology. Professional development networking events facilitate communication between CE Instructors in numerous districts and across subject matter areas. In addition, CE Instructors can receive training to use the Canvas learning management system.

Attendance at CE Professional Development events is expected. If an emergency does not allow attendance, the Concurrent Enrollment Instructor will be asked to attend a class session of the Faculty Liaison and to conference with the Liaison and the Director of High School Relations to cover any missed information. At the Director's request, CE Instructors will be expected to attend SCC professional development days, in-service days, new instructor workshops, and similar professional development events.

Student Eligibility Requirements
Students must follow eligibility requirements outlined in Iowa Code under Senior Year Plus including:
*   Students must meet proficiency requirements as evidenced by standardized tests or alternative measure of proficiency as approved by the Department of Education and the local school board of education.
*   Students must meet all pre-requisite requirements including placement test scores and/or course pre-requisites as outlined in the SCC Course Catalog.

Course Quality Standards
All SCC Instructors agree to use Course Quality Standards to insure consistency and rigor across disciplines. Quality Standards are formally adopted by the College's Curriculum Committee and are reviewed by faculty on a regular basis. Quality Standards outline course content, as well as methodology for assessment. Faculty Liaisons will cover Quality Standards as part of their

orientation with CE Instructors. Course Quality Standards must appear in the syllabus/outline for each course.

Course Syllabus/Outline
Each Concurrent Enrollment Faculty member must submit a course syllabus/outline to the Faculty Liaison for review and approval prior to the beginning of each class term. After review and approval, the Faculty Liaison will submit the CE syllabus/outline to the Director of High School Relations. An SCC-approved sample of the course syllabus/outline and a sample syllabus template will be provided to the CE Instructor.

Textbooks
CE courses must use SCC approved textbooks, which is generally the same text being used by the Faculty Liaison.

SCC Activities
SCC Instructors can attend most on-campus extra-curricular activities at a discounted price or free of charge. These activities include music concerts, plays, and athletic events. Information on upcoming events may be obtained from the in-house newsletters, or by accessing SCC's website.

Students With Disabilities
High school students who have a documented disability may be able to receive accommodations. However, they must first be registered with SCC's Accessibility Services Coordinator. No accommodations may be offered until this registration has been completed.

Here are differences between high school and college for students with disabilities.

APPLICABLE LAWS

High School	College
IDEA (Individuals with Disabilities Education Act)	ADA (Americans with Disabilities Act of 1990, Title 11)
Section 504, Rehabilitation Act of 1973	Section 504, Rehabilitation Act of 1973
IDEA is about *SUCCESS*	ADA is about *ACCESS*

REQUIRED DOCUMENTATION

High School	College
IEP (Individualized Education Plan) and/or 504 Plan	High School IEP and 504 are not sufficient. Documentation guidelines specify info needed for each category of disability.
School provides evaluation at no cost to student or family.	Student must get evaluation at own expense.
Documentation focuses on determining whether student is eligible for services based on specific disability categories in IDEA.	Documentation must provide information on specific functional limitations, and demonstrate the need for specific accommodations.

SELF-ADVOCACY

High School	College
Student is identified by the school and is supported by parents and teachers.	Student must self-identify to the Disability Services Office.
Primary responsibility for arranging accommodations belongs to the school.	Primary responsibility for self-advocacy and arranging accommodations belongs to the student.
Teachers approach you if they believe you need assistance.	Professors are usually open and helpful, but most expect you to initiate contact if you need assistance.

PARENTAL ROLE

High School	College
Parent(s) has access to student records and can participate in the accommodation process.	Parent(s) does not have access to student records without student's written consent.
Parent advocates for student.	Student advocates for self.

INSTRUCTION

High School	College
Teachers may modify curriculum and/or alter curriculum pace of assignments.	Professors are not required to modify instruction or alter assignment deadlines.
You are expected to read short assignments that are then discussed and often re-taught in class.	You are assigned substantial amounts of reading and writing that may not be directly addressed in class.
You seldom need to read anything more than once; sometimes listening in class is enough.	You need to review class notes, text, and material regularly.

GRADES AND TESTS

High School	College
IEP or 504 Plan may include modifications to test format and/or grading.	Grading and test format changes (i.e. multiple-choice vs. essay) are generally not available. Accommodations to HOW tests are given (extended time, distraction reduced environment) are available when supported by disability documentation.
Testing is frequent and covers small amounts of material.	Testing is usually infrequent and may be cumulative, covering large amounts of material.
Makeup tests are often available.	Makeup tests are seldom an option; if they are, you need to request them.

| Teachers often take time to remind you or assignments and due dates. | Professors expect you to read, save, and consult the course syllabus; the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded. |

STUDY RESPONSIBILITIES

High School	College
Tutoring and study support may be a service provided as part of an IEP or 504 Plan.	Tutoring DOES NOT fall under college disability services. Students with disabilities must seek out the tutoring resources that are available.
Your time and assignments are structured by others.	You manage your own time and complete assignments independently.
You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute preparation.	You need to study at least 2 to 3 hours outside of class for each hour in class.

Administrative Procedures

Student Registration Process
Students register for CE courses through the high school counselor and/or Student Success Advocate – Concurrent Enrollment (SSA) as the first point of contact. The counselor and SSA assures that students have met the pre-requisites as outlined in Senior Year Plus legislation and by SCC. Students then submit an **Application for Admission** (available on-line). Counselors submit documentation containing any required placement test score along with the student name and application.

Dropping/Adding Students
Students should request to be formally added or dropped from a course with their high school counselor, who will communicate that to the SCC Student Success Advocate or Director of High School Relations. There are specific timelines associated with students dropping with no penalty, dropping with a "W," or dropping with a grade of F on their SCC transcripts. Because course terms vary among high schools, each counselor will consult SCC for the deadline dates which apply at their high school. If instructors notice any discrepancy between the roster they receive and the students in the class, they should communicate that to the high school counselor and to the Registrar's office (which will provide them with the roster for verification).

Course Enrollment Caps
Courses not held on an SCC Campus are expected to adhere to the same cap on course enrollment numbers.

The Family Educational Rights and Privacy Act of 1974 (FERPA)
This act, as amended (also sometimes referred to as the Buckley Amendment), is a federal law regarding the privacy of student records and the obligations of the institution, primarily

regarding the release of the records and access provided to these records. Any educational institution that receives funds under any program administered by the U.S. Secretary of Education is bound by FERPA requirements. Institutions that fail to comply with FERPA may have funds administered by the Secretary of Education withheld.

Confidential education records include student registration forms, graded papers, student information displayed on a computer screen and social security numbers linked to names. Employees who work around education records need to keep this information secure and protect the rights of students.

The essence of this act is that:
- Students upon reaching age 18 or students attending postsecondary institutions, regardless of age, must be permitted to inspect and review their own education records (any records from which the student can be individually identified), to the exclusion of third parties. There are no rights guaranteed under FERPA for parents of students attending a postsecondary institution.
- Institutions may not disclose information about students, nor permit inspection of their records, without the student's written permission unless such action is covered by certain exceptions as stipulated in the Act.

SCC will only release allowable information under the Family Educational Rights and Privacy Act of 1974.

Concurrent Enrollment *(Jump Start!)* Courses and FERPA
At SCC, Concurrent Enrollment Instructors will be allowed to present progress information and grades to:
- Students
- SCC Registrar's office
- High School Counselors

Concurrent Enrollment Instructors should refer all parent inquires to the High School Counselor.

Submitting Grades
CE Instructors will submit mid-term and final grades in Canvas, at the appropriate due date. High schools may also request periodic updates for their purposes.

<u>**Classroom Visits**</u>

Faculty Liaison Site Visit
A site visit takes place in the CE Instructor's school building on a regular secondary school day. The visit is defined as the time spent observing a class and conferring with the teacher. The SCC Faculty Liaison is responsible for scheduling the site visit. In an observation site visit, the Liaison observes the entire class period. During the conference, the Liaison and CE Instructor discuss topics related to the "Faculty Liaison Site Visit and Conference Summary" form (see Appendix I).

Site Visit Guidelines:
- To insure continuity of contact with the high school teachers and students, the site visit should be made within the first half of the term/semester.
- Observations should be made of the entire class period to gain insight on how the instructor starts, teaches, and concludes a lesson.
- During the visit, CE Instructors should provide examples of specific assignments, assessments, and other materials as requested by the faculty liaison.
- Liaisons will be asked to use the "Faculty Liaison Site Visit and Conference Summary" form to document their visit and conference. Both the CE Instructor and Liaison will be required to sign and date the form at the conclusion of the conference after the site visit occurs.

Student Success Advocates

Student Success Advocates will schedule a time early in the class term to visit with students. They will confirm rosters, direct students to the Student Handbook and FAQ, and reinforce that enrollees are now SCC students with corresponding privileges and responsibilities.

Student Evaluation

The appropriate SCC college dean or designee will schedule a time with the CE Instructor to visit class to administer a student course evaluation to students. The results of this evaluation will be shared with you, SCC administration and the high school administration as well. The evaluation, which is anonymous, covers the following.

FOR THE FOLLOWING QUESTIONS, SELECT: A) Hardly Ever   B) Occasionally   C) Sometimes   D) Frequently   E) Almost Always

Section 1: The Instructor
1. Found ways to help students answer their own questions
2. Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)
3. Encouraged students to reflect on and evaluate what they have learned
4. Demonstrated the importance and significance of the subject matter
5. Formed teams or groups to facilitate learning
6. Made it clear how each topic fit into the course
7. Provided meaningful feedback on students' academic performance
8. Stimulated students intellectual effort beyond that required by most courses
9. Encouraged students to use multiple resources (e.g., internet, library holdings, outside experts) to improve understanding
10. Explained course material clearly and concisely
11. Related course material to real life situations
12. Created opportunities for students to apply course content outside the classroom
13. Introduced stimulating ideas about the subject
14. Involved students in hands-on projects such as research, case studies or real life activities
15. Inspired students to set and achieve goals which really challenged them

16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own
17. Asked students to help each other understand ideas or concepts
18. Gave projects, tests, or assignments that required original or creative thinking
19. Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)

FOR THE FOLLOWING QUESTIONS, SELECT: A) No Apparent Progress   B) Slight Progress
C) Moderate Progress   D) Substantial Progress   E) Exceptional Progress

Section 2: Describe student progress on:
20. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
21. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
22. Learning to apply course material (to improve thinking, problem solving, and decisions)
23. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
24. Acquiring skills in working with others as a member of a team
25. Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)
26. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
27. Developing skill in expressing myself orally or in writing
28. Learning how to find, evaluate and use resources to explore a topic in depth
29. Developing ethical reasoning and/or ethical decision making
30. Learning to analyze and critically evaluate ideas, arguments, and points of view
31. Learning to apply knowledge and skills to benefit others or serve the public good
32. Learning appropriate methods for collecting, analyzing and interpreting numerical information

ON THE NEXT TWO ITEMS, COMPARE THIS COURSE WITH OTHERS YOU HAVE TAKEN AT THIS INSTITUTION:
A) Much Less than Most Courses   B) Less than Most Courses   C) About Average
D) More than Most Courses   E) Much More than Most Courses

33. Amount of Coursework
34. Difficulty of Subject Matter

FOR THE FOLLOWING QUESTIONS, SELECT: A) Definitely False   B) More False than True
C) In Between   D) More True than False   E) Definitely True

35. As a rule, I put forth more effort than other students on academic work
36. I really wanted to take this course regardless of who taught it
37. When this course began, I believed I could master its content
38. My background prepared me well for this course's requirements
39. Overall, I rate this instructor an excellent teacher

40. Overall, I rate this course as excellent

Services Available for Concurrent Enrollment Instructors

Library Services
SCC Instructors and students are encouraged to use the many resources and services provided by the SCC Libraries. The Yohe Memorial Library at the West Burlington Campus and the Fred Karre Memorial Library at the Keokuk Campus contain a combined collection of over 30,000 volumes. The libraries are members of two interlibrary loan networks, SILO (State of Iowa Libraries) and OCLC (On-Line Computer Library Center), which facilitate the borrowing and lending of books and periodical articles using current technologies. Librarians are available for reference assistance and library orientation.

Canvas Learning Management System
This system provides an online resource for your classes. You are required to use it to post your syllabus, enter (at least) midterm and final grades, and access the rubrics for the Core Competency Assessments. Use of this system does require brief training; please schedule this with the Director of High School Relations. This system can be accessed from any location via the internet.

Academic Integrity and Plagiarism (Turnitin)
Academic Integrity Policy – Board Policy #523 and Administrative Guideline #101
It is the policy of Southeastern Community College to create an atmosphere of academic rigor, free from acts of dishonesty. The primary responsibility for managing the classroom environment rests with the faculty. Faculty members are urged to make students aware of their policies on plagiarism, fraud, cheating, forgery and other acts of dishonesty. If a student violates academic integrity, the faculty member may recommend one of the following discipline choices: a) The student will be given a failing grade for the assignment or b) the student will be given a failing grade for the course.

SCC subscribes to Turnitin.com, a highly sophisticated teaching tool and plagiarism detection Web site, and CE Instructors are strongly encouraged to use it in concert with other tools. Additional information and access to Turnitin.com can be provided by SCC Faculty Liaisons.

Information for Students

Student Handbook
Students are provided access to the *Jump Start!* Student Handbook at
https://www.scciowa.edu/_resources/docs/high-school/ce-student-handbook.pdf

<div align="center">**Information for Districts**</div>

Procedure Manual
This item is provided to districts in SCC's region and outlines the processes and additional guidelines for CE *Jump Start!* classes.

<div align="center">**Whom Should You Contact?**</div>

If you have questions or concerns, please contact Leanne Krogmeier, Director of High School Relations, at 319.208.5046 or lkrogmeier@scciowa.edu.

SCC Governance (Trustees)

Southeastern Community College is governed by a five-member Board of Trustees elected from and by the citizens of five separate districts. They establish policy and oversee the administration of SCC.
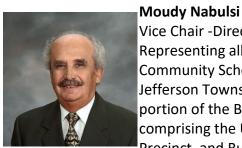
Jesse Howard
Member-Director District 1.
Representing all residents of Mount Pleasant, New London, WACO and Winfield-Mount Union

Landen Hillyard
Chair - Director District 2.
Representing all residents of Danville, Mediapolis, Morning Sun, Wapello and West Burlington Independent Community School Districts plus Burlington voting precincts 1 and Tama Township, Flint River Township/City of Middletown, and voters that are West Burlington residents in the Burlington Community School District.

Jeff Heland
Member -Director District 3.
Representing all residents within the Burlington voting precincts 2, 3, 4, 5, 7, 8, 9 10, 11 and 12.

Moudy Nabulsi
Vice Chair -Director District 4.
Representing all residents within the Fort Madison Community School District except that portion in the Jefferson Township Precinct, and also includes that portion of the Burlington Community School District comprising the Union Concordia Township Voting Precinct, and Burlington City Voting Precinct 6.

Janet Fife-LaFrenz
Member-Director District 5.
Representing all residents within the Central Lee Community School District, all of the Keokuk Community School District, and that portion of the Jefferson Township Precinct that is located within the Fort Madison Community School District.

APPENDIX I
Forms Required by Faculty Liaison
for a First-Time Concurrent
Enrollment Instructor

Agenda for New Instructor Orientation and Training

ORIENTATION TO DISCIPLINE by Faculty Liaison
- Information about the department
  - Course offerings
  - Faculty
  - Discipline specific philosophies and/or pedagogy for this course
- Specific Course Information
  - Course Outline & Syllabus
    - Syllabus must be approved by the liaison before the start of the course
  - Student Learning Outcomes
  - Prerequisites
- Textbook information
  - Selection process
  - Sections required; Sections optional
- Other course materials
  - Class handouts
  - Potential Library visit
- Schedule
  - Tentative schedule
  - Midterm
  - Final exams
- Course Expectations/Requirements
  - Grading Scale
  - Attendance
  - Due dates
  - Time for tests
  - Make-up policies
  - Credit Hour requirements
  - FERPA requirements
- Student Assessments must be as rigorous as online/on-campus sections
  - Tests (number, type, time, re-takes)
  - Quizzes
  - Homework
  - Extra credit
  - Other
- Course Assessment
  - End of course evaluation
- Site Visit
- Canvas Orientation schedule:
  - Burlington area - Lee Skeens lskeens@scciowa.edu or Tammy Hobbs thobbs@scciowa.edu
  - Keokuk area – Jenna Dunlap jdunlap@scciowa.edu

_____   _____
Faculty Liaison Signature   Date   Concurrent Enrollment Instructor   Date

FACULTY LIAISON ACTIVITY RECORD
FOR FIRST-TIME CE INSTRUCTORS

Complete this Activity Record for EACH FIRST-TIME CE INSTRUCTOR and submit to the Director of HS Relations at the end of each term. If an Instructor teaches multiple courses in a term, please complete a sheet for EACH COURSE. (For instance, if he/she teaches ENG-105 and ENG-106 in one term, you need to submit an Activity Record for each course.)

Faculty Liaison Name _____

CE Instructor Name _____

Course Number _____

Course Location _____

Term and Year _____

ALL 5 items must be completed

_____ Meet with the instructor and discuss all items on the "Agenda for New Instructor Orientation and Training" form. You and CE Instructor sign and date the form.

_____Review and provide feedback on the CE Instructor's syllabus, offering appropriate suggestions.

_____Prior to the start date for the class, electronically submit a file of the approved CE syllabus to the Director of HS Relations.

_____Class site visit documented using "Faculty Liaison Site Visit and Conference Summary" form (if applicable). You and CE Instructor sign and date the form. PLEASE write detailed comments after each topic listed on the form. Submit a **COPY** of the "Site Visit" form to the Director of HS Relations after the visit and conference.

_____Submit this Activity Record to the Director of HS Relations at the end of the term, the **ORIGINAL** "Site Visit" form, a hard copy of the SCC on-campus syllabus, and a hard copy of the CE off-campus syllabus.

<u>Faculty Liaison Site Visit and Conference Summary*</u>

Instructor Visited: _____   Faculty Liaison: _____
Course # and Title: _____   Location: _____

Please complete below and sign after conferencing (use back, if needed, and include any specific feedback or suggestions given to the CE Instructor)

Briefly describe what was observed during the class period.

Does the Instructor use the same quality standards as the on-campus course? Please discuss.

How do the course content, assignments, and assessments reflect the same level of rigor as expected by the on-campus course?

What are your impressions of student interest and involvement in the course?

Does the course use an approved textbook and all of the required software, tools, equipment, etc., if applicable? Please discuss.

Does the Instructor's syllabus contain the following? (yes or no)
- Course description

- Quality standards

- Specific course expectations and grading requirements similar to the on-campus course

Comments:

Are the physical characteristics of the teaching area conducive to teaching and learning? Please discuss.

Does the Instructor have any requests for further information or assistance? If yes, please describe.

SCC Faculty Liaison Signature and Date: _____
CE Instructor Signature and Date: _____

*Submit a COPY of this form to the Director of HS Relations after the site visit and conference, and submit the **ORIGINAL** to the Director at the end of the term. Copies will be distributed to CE Instructors and appropriate SCC Administration.

APPENDIX II
Forms Required by Faculty Liaison for a Returning Concurrent Enrollment Instructor

FACULTY LIAISON ACTIVITY RECORD
FOR RETURNING CE INSTRUCTORS

Complete this Activity Record for EACH RETURNING CE INSTRUCTOR and submit to the Director of HS Relations at the end of each term. If an Instructor teaches multiple courses in a term, please complete a sheet for EACH COURSE. (For instance, if he/she teaches ENG-105 and ENG-106 in one term, you need to submit an Activity Record for each course.)

Faculty Liaison Name _____

CE Instructor Name _____

Course Number _____

Course Location _____

Term and Year _____

4 items must be completed if no site visit is occurring
OR 5 items with site visit

_____ Contact the CE Instructor via e-mail, in person, or by phone to communicate about items on the "Checklist for Discussion with Returning CE Instructors." Provide written documentation of what was shared on form or attach copy of e-mail.

_____ Review and provide feedback on the CE Instructor's syllabus, offering appropriate suggestions.

_____ Prior to the start date for the class, electronically submit a file of the approved CE syllabus to the Director of HS Relations.

_____ Submit this Activity Record with Cover Sheet to the Director of HS Relations at the end of the term, along with the completed "Checklist for Discussion with Returning CE Instructors," a hard copy of the SCC on-campus syllabus, and a hard copy of the CE off-campus syllabus.

_____ Schedule a site visit and submit a signed and dated "Faculty Liaison Site Visit and Conference Summary" form IF:

- There has been a change in the curriculum such as quality standards, course software, or equipment requirements. Site visit must be scheduled before the term's mid-term point.
- A CE Instructor has been assigned a new course. For instance, an English 105 (ENG-105) Instructor is now also teaching ENG-106.
- You have not visited that Instructor in the previous academic year. <u>In other words, site visits for the same class should be conducted at least once every other academic year.</u> If a CE Instructor teaches multiple classes, a rotation is suggested each year. For example, someone teaching ENG-105 and ENG-106 multiple years may be visited one year for 105 and one year for 106.
- You have concerns about a CE Instructor or course based upon observations during a previous site visit, correspondence and other communication with the CE Instructor, a review of textbooks and other class materials (including syllabi) or any other issues.
- The CE Instructor or high school requests a visit.

Note: If, at any time, there are areas of concern about the CE course and/or Instructor, the Faculty Liaison must bring this to the attention of the appropriate Dean or designee and the Director of HS Relations. Any visit for the purpose of evaluation will be conducted by the appropriate Dean or designee.

Checklist for Discussion with Returning CE Instructors teaching the same course (prior to the start of the term)

_____ Remind CE Instructor that as a Faculty Liaison, you are available for any assistance again this term.

_____ Communicate any changes in
- Quality Standards and/or course content

- Assessment methods and/or tools

- Grading scale

- Equipment or software required

- Pre-requisites (example: TB tests are now required before students can participate in clinical health experiences)

- Textbook (If you know that a textbook edition will be changing, you may give the Instructor a heads up, for example.)

Notes about what was communicated:

_____ Share any new ideas you have for Instructor resources, course activities, or supplemental information that may enrich the course, including www.facultyfocus.com and any other discipline-specific online resources.
Notes about what was communicated:

_____ Remind them that if they have not already done so, they should e-mail a copy of their syllabus to you for review and feedback.

_____ Discuss site visit, if appropriate

_____ Share contact information and office hours

_____ Reminder of FERPA guidelines (CE Instructors will be allowed to present progress information and grades to students, SCC's registrar's office, high school counselors. All parent inquiries should be directed to the High School Counselor.)

Faculty Liaison Signature and Date: _____

*Please submit this checklist with Activity Record at the end of the term. You may either write comments about what was discussed or attach a copy of the e-mail you sent, if you communicated in that way.

<u>Faculty Liaison Site Visit and Conference Summary*</u>

Instructor Visited: _____   Faculty Liaison: _____
Course # and Title: _____   Location: _____

Please complete below and sign after conferencing (use back, if needed, and include any specific feedback or suggestions given to the CE Instructor)

Briefly describe what was observed during the class period.

Does the Instructor use the same quality standards as the on-campus course? Please discuss.

How do the course content, assignments, and assessments reflect the same level of rigor as expected by the on-campus course?

What are your impressions of student interest and involvement in the course?

Does the course use an approved textbook and all of the required software, tools, equipment, etc., if applicable? Please discuss.

Does the Instructor's syllabus contain the following? (yes or no)
- Course description

- Student Learning Outcomes

- Specific course expectations and grading requirements similar to the on-campus course

Comments:

Are the physical characteristics of the teaching area conducive to teaching and learning? Please discuss.

Does the Instructor have any requests for further information or assistance? If yes, please describe.

SCC Faculty Liaison Signature and Date: _____
CE Instructor Signature and Date: _____

*Submit a COPY of this form to the Director of HS Relations after the site visit and conference, and submit the **ORIGINAL** to the Director at the end of the term. Copies will be distributed to CE Instructors and appropriate SCC Administration.

Appendix III
CEI Acknowledgement Form

CONCURRENT ENROLLMENT INSTRUCTOR RESPONSIBILITIES AND EXPECTATIONS

All CE Instructors are expected to carry out the tasks and duties assigned below. Compliance will be monitored through participation, met deadlines, site visits by Faculty Liaisons, academic deans, and student evaluations. If determination is made that the expectations are not adhered to, a meeting will occur between the SCC academic Dean or designee and the instructor. CE Instructors will be provided with resources/tools/direction to help them improve on the unmet expectation. The SCC Dean or designee will provide the concurrent enrollment instructor documentation of the discussion as part of the faculty evaluation process/visit. If CE Instructors are unable or unwilling to show that they meet the expectations below after having the opportunity to improve, they will be dismissed from their duties and not considered for future concurrent enrollment opportunities.

- Instructors will use the same quality standards, and assessment methods as the course on campus.
- Instructors will establish and maintain accurate records related to student progress within each class.
- Instructors will use Canvas to upload an appropriate syllabus, verify rosters and use the gradebook to submit grades in a timely manner as requested by SCC's Registrar office.
- High schools and instructors will allow SCC personnel (enrollment services and Faculty Liaisons) to visit classrooms for the purposes of student orientation and classroom observation, respectively.
- Instructors will participate in annual discipline-specific concurrent enrollment instructor professional development to stay current in the field.
- Instructors will require their students to participate in the end of course evaluations for SCC's continuous improvement.
- Instructors will evaluate their students on SCC's Core Competencies and will complete the appropriate documents.
- Attendance is required at all sessions of concurrent enrollment classes. If serious illness or emergency warrants a missed class, instructors should notify the high school and the Director of High School Relations immediately.
- In the high school setting, classes should be supervised at all times. (In other words, students should remain in class for the allotted class time.)
- Cooperate with the concurrent enrollment program office for administrative business and will enforce registration/withdraw deadlines.

If, at any time, there are areas of concern about the CE course and/or Instructor, the Faculty Liaison will bring this to the attention of the appropriate Dean or designee and the Director of HS Relations. Any visit for the purpose of evaluation will be conducted by the appropriate Dean or designee in accordance with SCC's Higher Education Association's contract. The Dean will follow the SCC Employee/Faculty Handbook Section 5.5:

1. A verbal reminder of the procedural and behavioral standard expected.

2. A verbal warning indicating expected procedural and behavioral standards which have not been met, followed by a written memo re-emphasizing the verbal message.

3. A written reprimand which includes specific corrective action(s) to be taken, said written statement to be personally delivered to and reviewed with the employee. A copy of

this written reprimand shall be forwarded to the administrator in the next higher position in the organization structure and a copy shall be placed in the employee's personnel folder.

Based upon the non-compliance issue, the Dean will include the appropriate timeline for improvement (i.e., 30 days, 60 days, etc.). Failure to meet the requirements of the performance improvement plan in the designated timeframe may be cause for dismissal or non-renewal of a teaching contract.

I understand that failure to comply with these responsibilities and expectations can result in the loss of CEI status and discontinuation of teaching SCC courses.

Date: _____

Printed Name: _____

Signature: _____